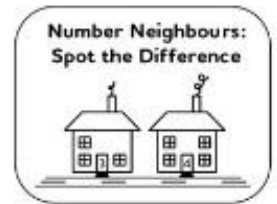


## Activities for Home



Dear Families,

This week in Maths we are thinking about 'Number Neighbours'. Spotting number neighbours helps children solve some of the subtractions they can find hard, like  $6 - 5$  and  $9 - 7$ . We have learnt that if the numbers we are subtracting are next door number neighbours, like in  $6 - 5$ , the difference (answer) is 1. If the numbers we are subtracting are odd number neighbours or even number neighbours, like  $9 - 7$ , the difference (answer) is 2. Here are some simple activities you can do at home to support your child's learning:

### Odd and even counting

Build counting in odds and evens (forwards and backwards) into routines with your child. For example you might count backward from 20 in even numbers (20, 18, 16) while you rinse their hair in the bath, or you might count forwards in odd numbers (1, 3, 5 etc.) and see if they can get their pyjamas on before you get to 19. The facts we are learning at school use odds and evens within 10, but counting in odds and evens beyond 10 will help your child get familiar with how the pattern continues. Let your child choose how you count. Will they choose odds or evens? Will they choose forwards or backwards? Encourage your child to count along with you! If you live on a street with numbered houses, you can use your walk to school to practise the counting pattern too. Will your child choose to walk on the odd side or the even side? Say the number of each house as you pass it.

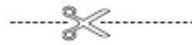
### Odd number neighbours, even number neighbours

Cut out the activity cards and take one set of cards to 10 each. Each of you turns over your top card at the same time. If they are next door number neighbours then the first to shout, "Difference of 1!" takes the pair. If they are odd or even number neighbours, then the first to shout, "Difference of 2!" takes the pair. When you have been through your cards once, one of you can put one to the bottom and go through them again. Are there any more number neighbour pairs you can make? You can start to use the language of subtraction. "That's right, 9 and 7 have a difference of 2. 9 minus 7 is 2."

### Matching pairs

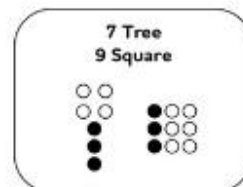
Lay the activity cards face down on the table. Turn up two cards. If they have a difference of 1 (next door number neighbours) or a difference of 2 (odd or even number neighbours) you keep the pair and get another go. If not it is your partner's turn. (You won't necessarily be able to make number neighbour pairs from all of the cards left on the table, so if you don't think there are more pairs left then play again.)

Activity Cards



1	6	1	6
2	7	2	7
3	8	3	8
4	9	4	9
5	10	5	10

## Activities for Home



Dear Families

This week in maths we have been learning two important visual prompts to help us solve some of the trickier addition and subtraction facts within 10. These are called the 7 Tree and the 9 Square and they help us solve the facts shown below:

### 7 Tree



$$\begin{aligned}
 3 + 4 &= 7 \\
 4 + 3 &= 7 \\
 7 - 3 &= 4 \\
 7 - 4 &= 3
 \end{aligned}$$

### 9 Square



$$\begin{aligned}
 3 + 6 &= 9 \\
 6 + 3 &= 9 \\
 9 - 3 &= 6 \\
 9 - 6 &= 3
 \end{aligned}$$

Unlike the other calculation strategies there are no specific games or activities this week. Instead we would just encourage you to:

#### Talk about the visual prompts


Ask your child if they can tell you about these 2 visual images. Ask them, "What is the 7 Tree and why is it helpful in maths?" What is the 9 square, what can that help with in maths?"

#### Every day

When you are sure that your child knows what the 7 tree and 9 square images are, grasp every day to day opportunity to talk about them. When the number 7 comes up, say things like "And what's inside 7? That's right 3 and 4, remember the 7 tree", and when 9 comes up say things like "What's inside 9? That's right 6 and 3, remember the 9 square." Also, take any chance to lay out food or objects in the 7 tree and 9 square arrangements and ask the children to tell you what they can see.

Regular repetition that the 7 tree is made up of 4 and 3 and that the 9 square shows us 6 and 3 will enable the children to master these eight tricky facts with ease.

Fact Cards



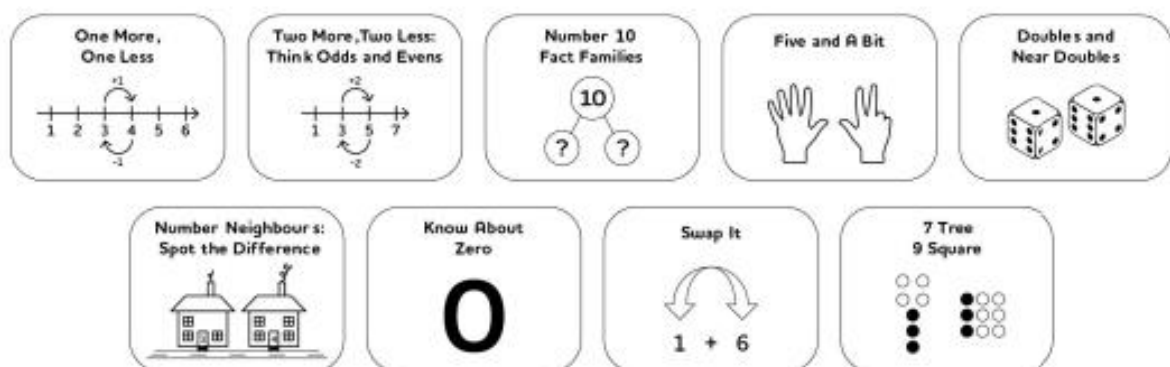
$3 + 4$	$3 + 6$
$4 + 3$	$6 + 3$
$7 - 3$	$9 - 3$
$7 - 4$	$9 - 6$



## Activities for Home

### Dear Families

We have now learnt all the calculation strategies that enable the children to add and subtract within 10 without counting on their fingers. Over the last few weeks we have sent home a page on each of them. Here are all the strategies that we have learnt:

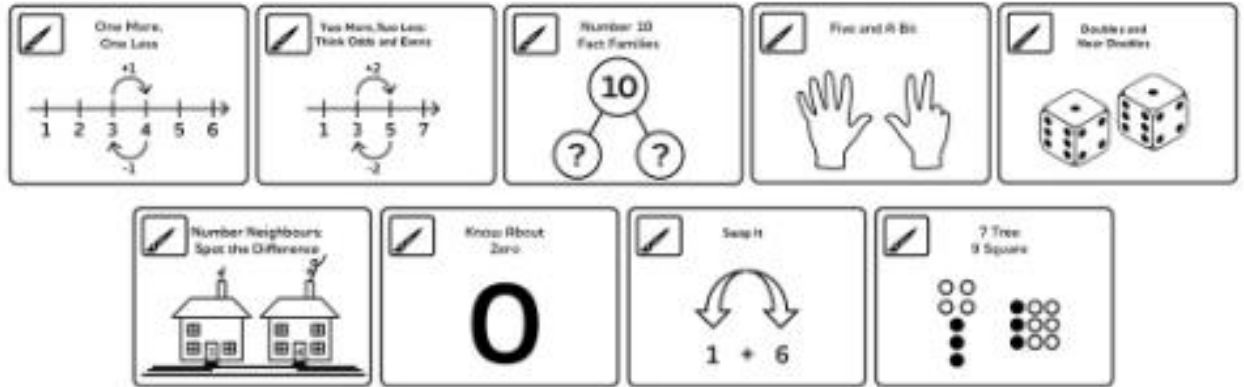


When your child is adding or subtracting numbers within 10, encourage them to think about how they can solve them without counting on their fingers. Don't worry if you cannot remember all of the strategies yourself. This is not about you being the expert. Just take the time to talk about numbers with your child, and ask them how they could think about working things out. Encourage your child to use what they know to work out what they don't know. You could ask your child questions such as the following:






















- How might we think about that?
- Do we know anything that could help you work that out?
- (For addition only) Does it help if we swap the two numbers being added, and think about  $8 + 1$  rather than  $1 + 8$ ?
- Can you imagine that on the tens frame? Try to see it in your head.

Being able to add and subtract within 10 is incredibly helpful in moving onto the next stage of maths. For example, if we know that  $5 + 4 = 9$ , we can use this to solve calculations like  $50 + 40$  or  $25 + 4$ . Keep playing the kind of games and doing the kind of activities that you have been doing over the last few weeks. The most important thing is for you and your child to talk about, and enjoy playing with, numbers together.

**Step 1: Give each strategy a colour by colouring the paint brush box for each strategy image.**



**Step 2: Match the equation to the strategy or strategies you could use to solve it by colouring in the box.**

$0 - 0$		$6 - 5$		$4 - 2$	
$1 + 4$		$6 - 3$		$2 + 2$	
$5 - 1$		$4 + 2$		$10 - 9$	
$3 + 4$		$9 - 3$		$7 + 2$	
$5 - 4$		$3 - 3$		$7 - 4$	
$4 + 0$		$9 + 1$		$3 + 1$	
$4 + 6$		$6 + 4$		$8 - 2$	

**Talking Tip**

The focus of this exercise is to practice and discuss selecting the strategy or strategies that can be used to solve the equation from the full range of strategies that have now been taught. Initially your child may need prompting to use the relevant strategy or strategies. Use language such as, "So, the equation is  $7 + 2$ , how could we solve that? What do we think when we are adding two more? That's right odds and evens," or, "So, the equation is  $4 + 4$ . What do you notice about the equation? Yes, it's a double."

Note some facts can be solved with multiple strategies - there is no right or wrong way. Your child should use the strategy they find easiest.